

## **BLYTHE ELEMENTARY**

100 Blythe Drive  
Greenville, SC 29605

**GRADES** K-5 Elementary School

**ENROLLMENT** 812 Students

**PRINCIPAL** Ann M. King 864-299-8323

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	30	1	0	0

#### **IMPROVEMENT RATING:**

**GOOD**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Excellent	Below Average	Yes
<b>2004</b>	Excellent	Good	Yes

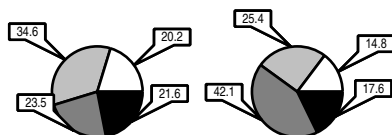
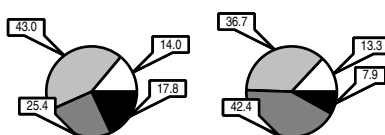
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

55.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	447	99.7	14.8	25.4	42.1	17.6	66.6	Yes	Yes
<b>Gender</b>									
Male	189	99.5	17.8	26.8	39.4	16.0	60.6		
Female	194	100.0	11.8	24.1	44.8	19.3	72.6		
<b>Racial/Ethnic Group</b>									
White	181	100.0	4.7	15.1	51.7	28.4	85.8	Yes	Yes
African-American	188	100.0	29.4	39.5	27.7	3.4	39.5	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	304	99.7	7.8	23.3	49.1	19.8	76.7		
Disabled	79	100.0	46.8	35.1	10.4	7.8	20.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	383	99.7	14.8	25.4	42.1	17.6	66.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	383	99.7	14.8	25.4	42.1	17.6	66.6		
<b>Socio-Economic Status</b>									
Subsidized meals	122	99.2	24.1	46.4	25.9	3.6	40.2	Yes	Yes
Full-pay meals	261	100.0	11.5	17.9	47.9	22.7	76.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	447	100.0	20.2	34.6	23.5	21.6	59.5	Yes	Yes
<b>Gender</b>									
Male	189	100.0	22.5	31.9	19.2	26.3	57.7		
Female	194	100.0	17.9	37.3	27.8	17.0	61.3		
<b>Racial/Ethnic Group</b>									
White	181	100.0	6.9	26.7	31.0	35.3	79.3	Yes	Yes
African-American	188	100.0	39.5	43.5	12.4	4.5	31.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	304	100.0	12.4	35.3	28.4	23.9	69.0		
Disabled	79	100.0	55.8	31.2	1.3	11.7	16.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	383	100.0	20.2	34.6	23.5	21.6	59.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	383	100.0	20.2	34.6	23.5	21.6	59.5		
<b>Socio-Economic Status</b>									
Subsidized meals	122	100.0	36.6	50.9	9.8	2.7	28.6	Yes	Yes
Full-pay meals	261	100.0	14.4	28.8	28.4	28.4	70.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	97	100.0	10.0	22.2	54.4	13.3	67.8
	<b>Grade 4</b>	112	100.0	10.4	27.4	53.8	8.5	62.3
	<b>Grade 5</b>	86	100.0	13.4	47.6	35.4	3.7	39.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	134	99.3	11.3	14.4	40.7	33.5	74.2
	<b>Grade 4</b>	108	100.0	11.8	33.3	49.0	5.9	54.9
	<b>Grade 5</b>	141	100.0	24.1	35.0	38.0	2.9	40.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	97	100.0	11.1	37.8	23.3	27.8	51.1
	<b>Grade 4</b>	112	100.0	10.4	27.4	33.0	29.2	62.3
	<b>Grade 5</b>	86	100.0	20.7	43.9	24.4	11.0	35.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	134	100.0	12.9	31.4	26.3	29.4	55.7
	<b>Grade 4</b>	108	100.0	17.6	39.2	24.5	18.6	43.1
	<b>Grade 5</b>	141	100.0	32.8	38.0	17.5	11.7	29.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 812)				
First graders who attended full-day kindergarten	91.9%	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 2.6%	2.1%	2.7%
Attendance rate	96.8%	Down from 97.1%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		3.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%		3.1%	3.5%
Eligible for gifted and talented	28.4%	Down from 38.2%	22.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.3%	Up from 7.0%	7.6%	8.2%
Older than usual for grade	0.1%	Down from 0.4%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	43.2%	Down from 56.8%	55.2%	51.4%
Continuing contract teachers	75.0%	Down from 75.7%	89.2%	87.5%
Highly qualified teachers**	97.4%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	5.6%		0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 83.5%	88.7%	86.7%
Teacher attendance rate	96.3%	Down from 98.6%	95.3%	94.9%
Average teacher salary	\$38,886	Down 0.7%	\$42,181	\$40,760
Prof. development days/teacher	12.1 days	Up from 7.4 days	10.5 days	12.4 days

School				
Principal's years at school	7.5	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 19.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	92.3%	Down from 95.1%	90.8%	90.0%
Dollars spent per pupil*	\$5,188	Up 5.1%	\$5,687	\$6,044
Percent of expenditures for teacher salaries*	67.7%	Down from 70.2%	68.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Blythe Academy of Languages is an elementary school located in Greenville, SC. This year, we were privileged to move into a brand new state of the art facility. We added approximately 250 students to our rolls. We also served Sara Collins' Orthopedically Handicapped students in our facility. We have many strong, viable programs in place at our school. Students have the opportunity to participate in Band, Chorus, Journalism, Safety Patrols, School Store, Monet's Garden Club, and Student Council. Our Black Heritage Bowl participants have won six First Place titles within the past seven years.

Every student has daily instruction in either French or Spanish through a FLES (Foreign Language in the Elementary School) program or a partial immersion program. The partial immersion program teaches science, math and health in either French or Spanish for half of the instructional day. Language Arts and Social Studies instruction is taught in English. Our Spanish partial immersion program is in kindergarten through grade five. Our French partial immersion program is in kindergarten through grade two.

In previous years, Blythe Academy has earned the SC Exemplary Reading and Writing Awards. Our school has received the Saluting Student Success Award from the South Carolina School Board Association and was a Magnet Schools of America Award Winner. Our school has also received the Palmetto's Finest Award and the state level Blue Ribbon Schools Award.

This year, we were very pleased to obtain an absolute rating of EXCELLENT on the state report card. Our school also made AYP (Adequate Yearly Progress) in nineteen out of nineteen objectives.

With all of these accomplishments, we realize that we must deal with a diverse population and a wide range of academic needs. Each year, our staff, instructional team and SIC (Student Improvement Council) evaluate the previous year and set goals that will improve student academic performance.

Ann King, Principal

Pam Couvillion, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	45	121	76
Percent satisfied with learning environment	90.7%	94.8%	84.2%
Percent satisfied with social and physical environment	93.2%	94.9%	92.0%
Percent satisfied with home-school relations	95.5%	86.3%	73.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.